WWF

EDUCATION FOR SUSTAINABLE DEVELOPMENT



SUSTAINABLE SCHOOLS IN EASTERN AFRICA – MAKING A DIFFERENCE

The ESD LVCEEP is working with communities to establish ESD Villages in the Lake Victoria Basin. The Programme is also working with policy makers in the region to promote the mainstreaming of sustainability in relevant policy documents.

A whole school approach

Pupils Participation and Empowerment. At Ndurio Primary school in Kenya, each class has its own tree nursery. At St. John's Primary School in Nandi Hills, Kenya, each class has its own small garden where they grow crops which are used to supplement the school feeding programme. At Buhemba Primary School in Tanzania, all school prefects are democratically elected.

The School Estate. Kiburara Primary School in Uganda has a "talking compound" with messages that have values that promote learning for sustainability. The schools that have grounds have school farms. Water harvesting on rooftops in LVCEEP schools has helped to improve sanitation, and Kirumi Primary School has constructed energy saving stoves in the school kitchen.

Youth

A youth group in Masaka has engaged the local government to address pollution in the Nabajuzzi Wetland – a Ramsar site where a local leather tanning factory was depositing its effluents, affecting the water ecosystem and causing a lot of air pollution. The factory has since stopped discharging its untreated waste into the wetland.

The Kirumi Youth Group in Musoma, Tanzania, is making their own hand made wind mills and selling them to farmers and other members in the community as an innovation for irrigating their farms.

The youth groups in Kenya have formed a Youth Network made up of 11 youth groups within the Lake Victoria Basin. The youth groups in Uganda formed the Katonga River Basin Youth Network, made up of youth groups from upstream sites in Kyenjojo and Kyegegwa and in downstream sites in the Masaka region. »

BACKGROUND OF THE ESD WORK

The East Africa ESD LVCEEP (Lake Victoria Catchment Environmental Education Programme) is a regional programme working in the Lake Victoria Basin in Kenya, Uganda, Tanzania, and Rwanda; along the Mara River Basin in Kenya and Tanzania; the Katonga River Basin in Uganda; and the Kagera River Basin in Rwanda. The programme is also working in urban and peri-urban areas in cities adjacent to Lake Victoria to include Kampala in Uganda, Mwanza in Tanzania, and Kisumu in Kenya.

The main goal of the ESD LVCEEP programme is to secure the ecological integrity and sustainability of the Lake Victoria Catchment Area for the benefit of its inhabitants and biological diversity. The purpose of the programme is to empower catchment communities, schools and regional partners with knowledge, motivation, and abilities for the sustainable use and management of natural resources.

The programme uses ESD as a strategy to build capacity of students, youth groups, and communities to promote sound environmental management and conservation of natural resources at the same time as empowering communities to improve their livelihoods through the Whole School Approach to implement ESD.

» The youth groups in Rwanda had their activities mainstreamed in the monthly National Day for Community Work known as Umuganda.

The youth group located at Lukaya Town Council in Uganda has engaged the local village, which is in the process of being transformed into an ESD village, in a cleanup awareness campaign where they have cleaned the town, which used to have a lot of plastic papers.



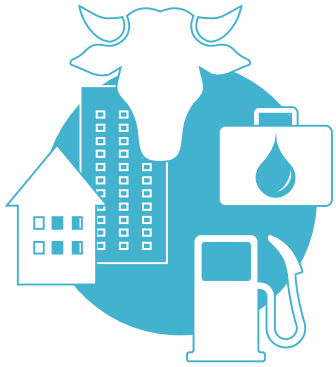
Education for Sustainable Development (ESD)

"To equip people with knowledge of and skills in sustainable development, making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lives in harmony with nature and with concern for social values, gender equity and cultural diversity."

UNECE

"ESD has made me obtain skills and knowledge on how to carry out different activities. It has also taught me how to manage forests and control soil erosion."

Colleta Chepchumba, class 8 (13 years old)



Green entrepreneurship

The Kirumi Youth Group in Musoma, Tanzania, made their own windmills, which they use to carry out irrigation of their watermelon farming project.

Four youth groups in Rwanda came together and planted around 50,000 trees at a bare area in the Kirehe District with the purpose of increasing the green cover in the district. The profits from the sustainable harvest of the trees will go to the youth groups. The Cojega and Koisibu Youth Groups in Bugesera, and the Kivefaco Youth Group in the Kirehe District in Rwanda are all engaged in farming, using green-houses that use integrated pest control that doesn´t involve use of pesticides.

The Kajulu Youth Group in Kisumu, Kenya, is engaged in fish farming, which is helping the group earn income. They have also carried out re-afforestation of the surrounding Kajulu hills with 4000 trees.

Links to the community

Schools are very powerful partners with communities. Schools act as demonstration centres for tree nurseries and micro projects like apiculture woodlots and nutritional gardens. The nutritional gardens have had the impact of enabling communities to learn types of crops to grow and have balanced diets. The selling of produce from their gardens has also allowed communities to learn alternative sources of income that can improve their livelihoods and alleviate poverty. Close partnerships between schools and communities has also had the ripple effect of academic results improving.

Policy work

The LVCEEP Programme has been working with policy makers both nationally and on the regional level to support the countries to develop their own national ESD policies and mainstream ESD in the school curricula. National Curriculum Centres in Kenya, Uganda, Tanzania, and Rwanda have all been trained through the ESD programme on how to mainstream ESD into the school curriculum. In Kenya, the programme has also supported the Kenya Institute of Curriculum Development to develop an ESD Manual for Teachers on how ESD can be mainstreamed in the curriculum. In Uganda and Tanzania, the programme has supported national consultative meetings to push for national ESD policies and curricula re-orientation towards ESD.

The ESD EA programme facilitated the development of a Pan African Youth Strategy on Learning for Sustainability through a consultative youth led process. WWF is seeking to have this Youth Strategy adopted by the African Union as well as all regional economic communities in the African region.

RECOMMENDATIONS TO IMPLEMENT ESD

- There is need for countries to rethink and reorient education systems to embrace ESD methodologies like the whole school approach and participatory learning.
- Community and schools should work together to ensure a child friendly learning environment so that children grow holistically.
- All stakeholders need to be brought on board so that sustainable development can be realized.

WWF

Why we are here
To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

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